### D P COOPER ELEMENTARY

4568 Seaboard Road Salters, South Carolina 29590

GRADES K-6 Elementary School

ENROLLMENT 249 Students

PRINCIPAL Lorene Bradley 843-387-5425

SUPERINTENDENT Kenneth Gardner, Ed.D. 843-355-5571

BOARD CHAIR Lucille Scott 843-382-8303

# THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD 2003

## ABSOLUTE RATING:

#### BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent Good Average Below Average Unsatisfactory
2 5 25 37 3

## IMPROVEMENT RATING:

#### **EXCELLENT**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS:

NΠ

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

## PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Below Average	Excellent	No
2004			

#### PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

#### **Definition of Critical Terms**

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS ST TEASTERS, STOSENTS, AND TAKENTS						
	Teachers	Students	Parents			
Number of surveys returned	23	41	33			
Percent satisfied with learning environment	81.8%	71.1%	61.3%			
Percent satisfied with social and physical environment	82.6%	57.5%	69.7%			
Percent satisfied with home-school relations	56.5%	82.9%	75.8%			

#### D P Cooper Elementary 4501011 PACT PERFORMANCE BY GROUP ole Proficient and State Objective July of Testing olo Belom Baeic olo Proficient olo Advanced Advanced olo Tested olo Basic English/Language Arts All students N/A 168 100.0 37.7 53.6 8.6 8.6 17.6 Gender Male 101 100.0 42.4 53.3 4.3 N/A 4.3 17.6 Female 100.0 30.5 54.2 15.3 N/A 15.3 17.6 67 Racial/Ethnic Group 100.0 N/A N/A N/A N/A N/A 17.6 White 3 African-American 100.0 38.5 52.7 8.8 N/A 8.8 17.6 165 Asian/Pacific Islander N/A 0.0 N/A N/A N/A N/A N/A 17.6 Hispanic 17.6 0.0 N/A N/A N/A N/A N/A N/A American Indian/Alaskan 17.6 0.0 N/A N/A N/A N/A N/A N/A Disability Status Not disabled 100.0 50.4 N/A 142 39.7 99 9.9 17.6 Disabled 26 100.0 25.0 75.0 N/A N/A N/A 17.6 Migrant Status Migrant 0.0 N/A N/A N/A N/A N/A 17.6 N/A Non-migrant 168 100.0 38.0 53.3 8.7 N/A 8.7 17.6 English Proficiency Limited English proficient 100.0 36.8 47.4 15.8 N/A 15.8 17.6 25 Non-limited English proficient 100.0 37.9 54.5 7.6 N/A 7.6 17.6 143 Socio-Economic Status Subsidized meals 100.0 37.5 54.9 7.6 N/A 7.6 17.6 161 Full-pay meals 7 100.0 N/A N/A N/A N/A N/A 17.6 Mathematics All students 168 100.0 40.4 53.0 6.0 0.7 6.6 15.5 Gender Male 100.0 44.6 51.1 4.3 N/A 4.3 101 15.5 Female 100.0 33.9 55.9 8.5 1.7 10.2 15.5 67 Racial/Ethnic Group White 100.0 N/A N/A N/A N/A N/A 15.5 3 African-American 165 100.0 39.9 53.4 6.1 0.7 6.8 15.5 Asian/Pacific Islander N/A 0.0 N/A N/A N/A N/A N/A 15.5 Hispanic N/A N/A N/A 15.5 0.0 N/A N/A N/A American Indian/Alaskan N/A 0.0 N/A N/A N/A N/A N/A 15.5 Disability Status Not disabled 100.0 42.0 50.4 6.9 15.5 142 8.0 7.6 Disabled 100.0 30.0 70.0 N/A N/A 15.5 26 N/A Migrant Status

#### Abbreviations for Missing Data

N/A

40.7

36.8

40.9

40.3

N/A

0.0

100.0

100.0

100.0

100.0

100.0

N/A

168

25

143

161

Migrant

Non-migrant

Full-pay meals

English Proficiency
Limited English proficient

Non-limited English proficient

Socio-Economic Status
Subsidized meals

N/A

6.0

5.3

6.1

5.6

N/A

N/A

52.7

52.6

53.0

53.5

N/A

N/A

0.7

5.3

N/A

0.7

N/A

N/A

6.7

10.5

6.1

6.3

N/A

15.5

15.5

15.5

15.5

15.5

15.5

## PACT PERFORMANCE BY GRADE LEVEL

		Enoug	34 of 162 0/0	legic ologi	HOM .	Bas. 0/0	Stoy.	Advo olo Profice
		/th o		/ (-				0/01
				English	n/Langua	ge Arts		
	Grade 3	42	N/A	26.2	64.3	9.5	N/A	9.5
	Grade 4	44	N/A	56.8	38.6	4.5	N/A	4.5
2002	Grade 5	60	N/A	50.0	46.7	3.3	N/A	3.3
20	Grade 6	41	N/A	26.8	58.5	12.2	2.4	14.6
	Grade 7	42	N/A	37.5	50.0	12.5	N/A	12.5
•	Grade 8	39	N/A	34.2	65.8	N/A	N/A	N/A
	Grade 3	39	100.0	31.3	56.3	12.5	N/A	12.5
2003	Grade 4	42	100.0	46.2	48.7	5.1	N/A	5.1
	Grade 5	43	100.0	46.2	53.8	N/A	N/A	N/A
	Grade 6	44	100.0	26.8	56.1	17.1	N/A	17.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

				IVI	athematio	S		
	Grade 3	42	N/A	61.9	35.7	2.4	N/A	2.4
	Grade 4	44	N/A	67.4	25.6	7.0	N/A	7.0
2002	Grade 5	60	N/A	65.0	35.0	N/A	N/A	N/A
2	Grade 6	41	N/A	31.7	58.5	7.3	2.4	9.8
	Grade 7	42	N/A	45.0	40.0	10.0	5.0	15.0
•	Grade 8	39	N/A	50.0	47.4	2.6	N/A	2.6
	Grade 3	39	100.0	40.6	56.3	3.1	N/A	3.1
	Grade 4	42	100.0	38.5	51.3	10.3	N/A	10.3
2003	Grade 5	43	100.0	59.0	38.5	2.6	N/A	2.6
2	Grade 6	44	100.0	24.4	65.9	7.3	2.4	9.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

#### SCHOOL PROFILE

SCHOOL PROFILE			Elementary	Median
(	Our School	Change from Last Year	Schools with Students Like Ours	Elementary School
Students (n= 249)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	9.7%	Up from 7.5%	2.5%	2.4%
Attendance rate Meeting grade 1 and 2 readiness standards	95.6%	Down from 96.3%	95.5%	95.9%
	N/A	N/A	N/A	N/A
Eligible for gifted and talented On academic plans	0.0%	Down from 1.4%	4.5%	13.2%
	N/A	N/A	N/A	N/A
On academic probation With disabilities other than speech	N/A	N/A	N/A	N/A
	8.3%	Down from 10.5%	8.3%	8.0%
Older than usual for grade	10.0%	Down from 11.2%	3.2%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%
Teachers (n= 21)				
Teachers with advanced degrees Continuing contract teachers	28.6%	Up from 24.0%	46.7%	50.0%
	71.4%	Up from 68.0%	76.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	75.4%	Down from 80.9%	79.3%	86.2%
Teacher attendance rate Average teacher salary	96.1%	Up from 95.5%	95.3%	95.3%
	\$34,090	Down 0.4%	\$37,930	\$39,909
Prof. development days/teacher	14.8 days	Up from 13.0 days	13.3 days	11.4 days
School				
Principal's years at school	11.0	Up from 10.0	3.0	4.0
Student-teacher ratio	19.0 to 1	Down from 19.6 to 1	16.7 to 1	18.9 to 1
Prime instructional time Dollars spent per pupil*	90.7%	Up from 90.1%	88.9%	89.7%
	\$5,467	Up 9.2%	\$7,009	\$5,892
Percent spent on teacher salaries* Opportunities in the arts	62.9%	Up from 61.5%	63.3%	66.6%
	Fair	No change	Good	Good
Parents attending conferences SACS accreditation	98.9%	Up from 92.1%	99.0%	99.0%
	yes	N/A	yes	yes
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<sup>\*</sup> Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Lighty gualified to above in high neverty cabools	N1/A	N1/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

## Abbreviations for Missing Data

N/A Not Applicable	N/C Not Collected	N/R Not Reported	I/S Insufficient Sample
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#### REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of D. P. Cooper Elementary School, a part of a determined rural community, is to provide for its students an environment conducive to learning and a quality education through innovative practices and procedures. We believe that all children have learning abilities and the staff is dedicated to ensuring that their needs are met.

This year, our students in grades three through six continued to participate in the 21st Century Learning Community Center Program. The center provided enrichment and acceleration in English/Language Arts, Mathematics, recreation, and arts and crafts. A field trip component enhanced the entire program. We were also involved in the SC READS Grant, which provided assistance for students in grades K-3 in Language Arts.

The Parenting Center provided monthly parenting workshops, a take-home computer program, and served as a lending library. Teachers were provided opportunities to enhance their professional development by participating in conferences and workshops such as: Standards in Practice, Science and Math To Go, Pat Cunningham Four Blocks Model, Curriculum Alignment, Math, Science, Writing and Technology. A consultant was invited to visit the school to work with teachers on developing and improving teaching skills of the Four Blocks Model.

Co-curricular activities used to support programs included the Early Morning Broadcasting, Successmaker Lab, and Reading Counts. The PTA and the School Improvement Council are continuing to work with the school in implementing the school's mission and to achieve the vision. We are truly building brighter futures at D. P. Cooper Elementary School.

Lorene Bradley Principal

#### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

### DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.